



## POSITION DESCRIPTION – ADMINISTRATION OFFICER DECEPTION BAY FLEXIBLE LEARNING CENTRE

For more information about this position, please contact Mark Ellison, Head of Campus, Deception Bay Flexible Learning Centre:

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<b>Role Title/s</b>	Administration Officer
<b>Location</b>	Deception Bay Flexible Learning Centre, Gubbi Gubbi/Kabi Kabi Country
<b>Contract</b>	Continuing Full Time
<b>Start Date</b>	Monday 10 January 2022 Possible 2 weeks of training in 2021 from December 6 to 17
<b>Applications Close</b>	4pm, Monday 15 November
<b>Applications to:</b>	<a href="mailto:MMRecruitment@ereafsn.edu.au">MMRecruitment@ereafsn.edu.au</a>
<b>Reports To</b>	Head of Campus, Deception Bay Flexible Learning Centre
<b>Award</b>	<i>CATHOLIC EMPLOYING AUTHORITIES SINGLE ENTERPRISE COLLECTIVE AGREEMENT DIOCESAN SCHOOLS QUEENSLANDS 2019-2023 – Schedule 1</i>

### FOUNDATION STATEMENT

Edmund Rice Education Australia (EREA) seeks to respond to the needs of young people disenfranchised and disengaged from education. They provide a place and an opportunity to re-engage in a suitable, flexible learning environment. Flexible Learning Centres (FLCs) seek to build honest and authentic relationships with young people, their families and communities, supporting and celebrating the uniqueness and dignity of each person. FLCs are guided by the vision of Edmund Rice about the empowering service of education, to achieve personal and community liberation through educational experiences that enable transformation.

### PRINCIPLES OF OPERATION (RESPECT, PARTICIPATION, SAFE AND LEGAL, HONESTY)

All employees of the Marlene Moore Flexi School Network adhere to the concepts of Common Ground and Operation by Principles – more information can be found on the



EREA website. All flexible learning centres operate under this framework and this is a significant point of difference from mainstream schooling. The principles establish a “common ground” among staff, young people and families where the means to resolve conflict, negotiate learning, recognise rights and responsibilities are modelled and explored, both within the group and individually.

## BACKGROUND

Marlene Moore (1945-1995) was a proud Wakaw Wakka woman who worked on the staff of the first FLC at Logan in the 1980's. A member of the Stolen Generations who was taken from Gayndah to Cherbourg at the age of two along with her seven brothers and sisters, Marlene left at the age of 15 and worked as a domestic. She married and moved to Logan in 1975 where she raised six children. Marlene decided to return to study at Kangaroo Point TAFE College, where she completed studies in Welfare. She also went on to complete Early Childhood Studies through the Creche and Kindergarten Association. Marlene was appointed Indigenous Liaison Worker within Centre Education where she also worked as live-in caretaker. Her last few years were spent proudly working as the Indigenous Liaison Officer at Logan Hospital. Marlene passed away in 1995 aged 50.

Marlene Moore Flexi Schools Network (MMFSN), named in honour of Marlene, is an initiative of EREA. MMFSN offers a full-time and multiyear secondary education and social inclusion program for disenfranchised young people across four school campuses: Hemmant, Deception Bay, Noosa and Gympie. Young people may express a broad range of complex education and social needs and MMFSN FLCs respond with a variety of flexible and innovative social inclusion and learning experiences.

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MMFSN provides young people with a varied and holistic set of learning experiences supporting them to identify and pursue an individual transition to adulthood, employment, further education and training and social connectedness.

Young people who attend include Indigenous and non-Indigenous young people who are disengaged from mainstream education for a range of reasons and include:

- ❖ Those who have had contact with the juvenile justice system;
- ❖ Those in the care of the Office of Children and Families;
- ❖ Those with a history of trauma;
- ❖ Those with a history of extended periods of unexplained absences;



- ❖ Those who are highly mobile;
- ❖ Those with mental illness or at risk of engaging in self-harming behaviours or substance abuse;
- ❖ Those who have been excluded or repeatedly suspended from school;
- ❖ Those who are homeless;
- ❖ Those who are young parents;
- ❖ Those with a generational history of early school leaving;
- ❖ Those with a generational history of unemployment.

See [www.ereafsn.edu.au](http://www.ereafsn.edu.au) for further information

## PRIMARY ROLE

This position will:

- ❖ Have responsibility for the development and maintenance of administrative processes which ensure the efficient and compliant operation of the FLC;
- ❖ Have responsibility for ensuring all administrative functions and reporting compliances of the school are completed in a timely and accurate manner;
- ❖ Monitor and analyse regular management information such as staffing and financial resource usage, ensure that associated information systems are maintained and that regular reports are provided to management;
- ❖ Identify procedures requiring review or re-development and define relevant issues;
- ❖ Work collaboratively with staff to provide a safe, conducive work environment for staff and young people;
- ❖ Operate within the context of EREA Policies and Procedures.

## SKILLS, KNOWLEDGE AND EXPERIENCE

- ❖ Facilitate effective communication with staff, young people, families, partner organisations and visitors in a way that enhances the school image and contributes to the goals and ethos of EREA;
- ❖ Demonstrate a capacity for tact and discretion and an ability to maintain confidentiality;
- ❖ Perform duties of an innovative and/or critical nature without professional direction and demonstrate initiative in the application of professional practices.

## DUTIES AND RESPONSIBILITIES

Typical duties and responsibilities include but are not restricted to:

### 1. Supporting young people and front of house operation

- Commitment to working under four principles of operation: Respect, Safe and Legal, Honesty and Participation. The principles establish a



“common ground” among staff, young people and families, and are the means to resolve conflict, negotiate learning, recognise rights, responsibilities and consequences are modelled and explored, both within the group and individually;

- Respond to enquiries from staff, young people, parents, youth hub members, partner members, the general public and address issues in accordance with the FLC procedures;
- Provide a welcoming and supportive environment for young people and families;
- Provide a welcoming environment for visiting consultants;
- Support young people with tasks such as travel passes, making phone calls, etc;
- Manage the safe environment of the front of house/school seeking assistance from teaching/youth work staff as required.

## **2. Reporting and Compliance:**

- Maintain appropriate records and prepare reports as required by the Head of Campus;
- Using Excel, TASS and other in house programs, maintain attendance records, meeting a time sensitive deadline each morning
- Manage and complete statistical, census and other returns as required by EREA, Government and other bodies;
- Manage the timelines for all reporting and compliance requirements relevant to this position.

## **3. Staff Records and Compliance:**

- Manage and maintain staff records including Working with Children checks, staff driver licences, leave applications and fortnightly timesheets;
- Prepare timesheets for sign off by Head of Campus and forward to payroll;
- Ensure leave applications are completed by staff and keep copies on file;
- Ensure accuracy of all information;
- Prepare semester reports for the Head of Campus regarding working with children checks (Bluecards) and currency of driver licences are up to date;
- Ensure staff information is up to date and on file including copies of employment contracts, addresses, emergency contacts etc;
- Prepare and maintain staff professional development lists in association with the Head of Campus.

## **4. Referral and Enrolment Processes and Young Person data entry:**



- Develop systems for the efficient management of referral processes;
- Ensure referral and enquiry information is recorded and provide reports as required on referral data to assist in the strategic planning of the school development;
- Maintain young person records including database entry;
- Develop systems to provide accurate young person information is available for outings/camps etc;
- Manage accountability and records for confidentiality of information forms, permission forms, authority to administer medication etc;
- Responsibility to organise student ID cards, yearly travel passes for young people;
- Work with partner organisations to manage enrolment processes for deemed enrolments.

## 5. Financial Management:

- Take responsibility for the financial management of the centre including:
  - Arrange purchasing of materials and requisites for school;
  - Work with the Network finance support staff to ensure payment of invoices, monthly mastercard reconciliations and petty cash reconciliations;
- Organise the resources of the centre including yearly stocktaking, maintaining registers and asset audits;
- Organise credit applications for local suppliers and monitor, accounts and contracts relevant to purchasing and supply.

## 6. Workplace, Health and Safety:

Develop and maintain systems to ensure school is compliant with all WHS requirements:

- Vehicles:
  - Manage and maintain a schedule of servicing and inspections of FLC vehicles;
  - Manage the booking system for use of the FLC vehicles for outings each week;
- In association with the Head of Campus ensure fire and lock down evacuation procedures are established, communicated and practiced within the school;
- Work with the Head of Campus to ensure WHS audits are completed according to system requirements. This may include organising 'Test and Tag' schedules, backflow device testing etc.

## 7. Cleaning, Maintenance and Infrastructure Development:

- Oversee the cleaning staff to ensure site is cleaned to standard;



- Manage maintenance tasks and contractors as required;
  - Support the Head of Campus in liaising with contractors related to infrastructure development.
- 8. Other identified duties specific to the role in this Flexible Learning Centre**
- Carries out duties and tasks that may be reasonably assigned by the Head of Campus or Principal from time to time;
  - Support staff in preparation of school activities e.g. outings, special events;
  - Maintains presence on the site during school vacations supporting other staff working on site;
  - Work at a strategic level to ensure all administrative processes are completed in a timely, accurate and efficient manner.

## APPLICATION PROCESS AND SELECTION CRITERIA

Applications are to be emailed to [MMRecruitment@ereafsn.edu.au](mailto:MMRecruitment@ereafsn.edu.au) by 4pm, Monday 15 November. To apply for this role please provide the following documents:

- ❖ A cover letter addressed to Matt Hawkins, Principal Marlene Moore Flexi Schools Network, outlining relevant experience and reasons for wishing to apply;
- ❖ Current resume outlining qualifications, previous experience and skills: Please include contact details of two referees, one of whom is from current or most recent place of employment.
- ❖ A copy of your valid bluecard. If you do not have one, you will have to apply for one.

*Our organisation supports the rights of children and young people and is committed to providing a safe and supportive environment directed at ensuring their safety and wellbeing. All applicants for these positions will be subject to EREA screening procedures.*

***First Nations Peoples are encouraged to apply.***